

**AN ANALYSIS OF THE STUDENTS' ERROR IN MAKING COMPOUND  
SENTENCES AT THE FOURTH SEMESTER OF ENGLISH EDUCATION  
STUDY PROGRAM OF STATE ISLAMIC UNIVERSITY OF RADEN  
INTAN LAMPUNG IN ACADEMIC YEAR OF 2019/ 2020**



**A THESIS**

**Submitted as a partial fulfillment of the Requirements for S1-Degree**

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## ABSTRACT

The object of this research was to find out the students error in making compound sentences. The researcher aims (1) to identify and classify the types of error in making compound sentences based on surface strategy taxonomy. (2) To find out the source of error made by students in making compound sentences.

This research is descriptive qualitative research. The subject of this research is selected by purposive sampling technique, it was the students at the fourth semester of class A in English Education study program of Islamic University Raden Intan Lampung in academic years 2019/2020. In gathering data, the researcher used documentation of students' tasks that was given by their lecturer of advance structure. The students made 10 sentences of compound sentences. The researcher took the data to be analyzed, find the percentage, and to be classified the error based on surface strategy taxonomy. The researcher also analyzed the source of students' errors.

In conclusion from 410 items of errors the proportions (frequency and percentage) of the students' error in making compound sentences are omission errors with 64 items or 15.61%, misformation errors with 129 items or 31.46%, and misordering errors with 25 items or 6.1%. Therefore the result of the research shows that omission errors are the highest error that made by students. The result of the source error are carelessness with 177 with 55.1% percentage, first language interference with 27.4% percentage and the last is translation with 46 items. Based explanation above the highest is carelessness.

***Keyword: Error Analysis, Source Of Error, Compound Sentences***





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## DECLARATION

I hereby declare this thesis entitled “An Analysis of The Students’ Error In Making Compound Sentence At The Fourth Semester of English Education Study Program Of State Islamic University Of Raden Intan Lampung In Academic Years 2018/2019” is completely my own work. I am fully aware that I have quoted some statement and theories from various sources and they are properly acknowledged in the text.

Bandar lampung, January 2020

Declared by

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## MOTTO

أَلَا إِنَّهُمْ هُمُ الْمُفْسِدُونَ وَلَٰكِن لَّا يَشْعُرُونَ ﴿١٢﴾

Are they indeed the mischief-makers? But they perceive not.(Al-Baqarah :12)



## DEDICATION

From my deepest heart this thesis is dedicated to every one who cares and loves me. I would like to dedicated this thesis to:

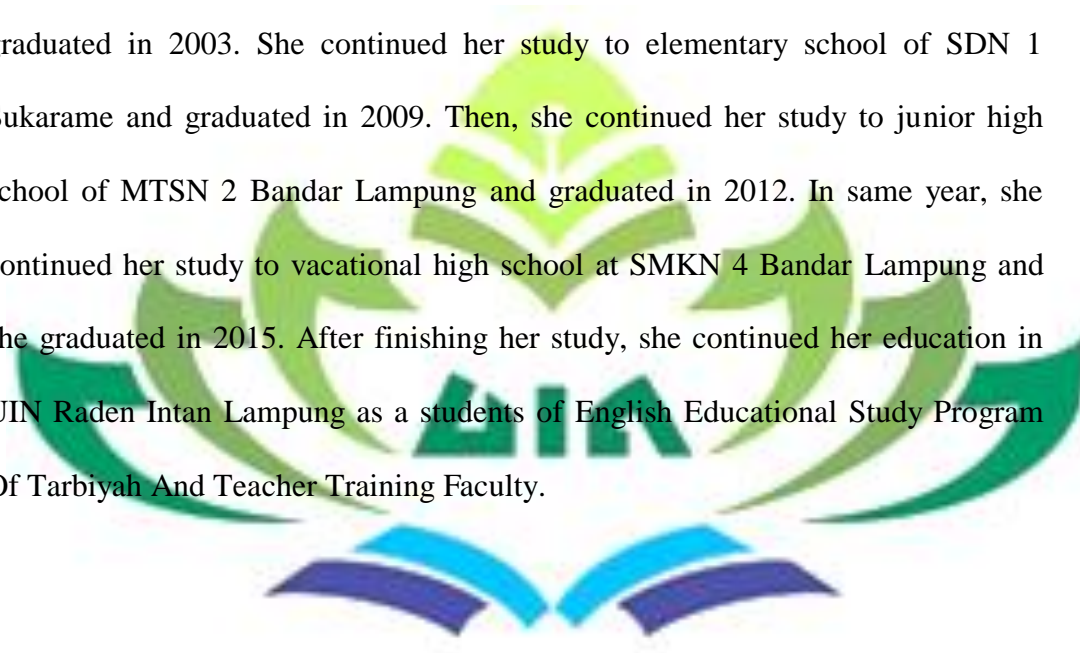
1. My beloved parents Mr. Mailan and Mrs Siti Aisyah, who always pray, love, and support me for finish this thesis.
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3. My best friend friends Asta Fitria, S.E for your time, advise, threat for finish this thesis.
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## **CURRICULUM VITAE**

The writer's name is Novia Nur Singgih. She is called Novia. She was born on November 25<sup>th</sup>, 1997 in Bandung. She live in Sukrame, Bandar Lampung. She is the first child of Mr Mailan and Mrs. Siti Aisyah. She has one sister, whose name is Nabilla Nur Singgih.

She started her study at kindergarden of TK Harapan Ibu, Sukrame and graduated in 2003. She continued her study to elementary school of SDN 1 Sukrame and graduated in 2009. Then, she continued her study to junior high school of MTSN 2 Bandar Lampung and graduated in 2012. In same year, she continued her study to vocational high school at SMKN 4 Bandar Lampung and she graduated in 2015. After finishing her study, she continued her education in UIN Raden Intan Lampung as a students of English Educational Study Program Of Tarbiyah And Teacher Training Faculty.





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Bandar Lampung, Januari 2020  
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## CHAPTER I

### INTRODUCTION

#### A. Background of Problem

Talking about language, Indonesia has one foreign language that must be learned in Indonesia. It is English. English is really a foreign language for language learners in our country, Indonesia. Students or language learners must study hard to understand English, because English has good benefit for the students. It is useful for their examination, their job, for their daily life, and many more. There are four skills in learning English. All of them must be mastered by students or language learners. They are reading, speaking, listening, and writing.

Writing becomes one of the difficult subject for students. Based on Harmer writing is language skill that involves language production and therefore often referred to as productive skill.<sup>1</sup> From explanation about writing is one way to communicate and to express the students ideas or feels. To support writing, the students or the language learners has to master grammar.

Grammar is the important things in a language. Grammar is rules for how to correct in writing. It is the central component of language, which consists of rules of grammatical structures.<sup>2</sup> In grammar, there are rules, one of them is how to write or to make good sentences. English grammatical different from Indonesian grammatical.

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<sup>1</sup> Jeremy Harmer, *The Practice Of Language Teaching* (New York: Longman Publishing, 2000) p.16

<sup>2</sup>Iwan Kurniawan, Seprizanna, "*An Analysis Of Students' Ability In Using Subject-Verb Agreement*" *Jurnal Tadris Bahasa Inggris*, (Vol 9, No 2, Issn 2086-6003, 2016) p.2

In grammar, the students learn about sentences. A group of words that have subject, verb, and it can express an information. Sentences is group of words that is used to communicate your idea. Sentences is divided into four types. They are simple sentences, compound sentences, complex sentences, and last is compound complex sentences.<sup>3</sup> Three of four types in sentences that must be learnt in English Departement. Based on Oshima compound sentences is two or more independent clause joined together.<sup>4</sup> Compound sentences consist of at least two independent clause. Two of that independent clauses combined by using coordinator conjunction, conjunctive adverb, and use semicolon. Below are the example of making compound sentences.

Table 1.1  
Compound sentences

Compound sentences	
With coordinator	Salt water boils at a higher temperature than freshwater, <b>so</b> food cooks faster in salt water.
With conjunctive adverb	Salt water boils at a higher temperature than freshwater; <b>therefore</b> , food cooks faster in salt water.
With semicolon	Salt water boils at a higher temperature than freshwater; food cooks faster in salt water.

Source : Alice Oshima Oshima, *Writing Academic English 4th Edition*

Based on interview to Advance Stuctures Lecture at Islamic University, Mr. Iwan Kurniawan as the lecturer said that the students have difficulty in mastering English especial in making compound sentences. The writer found that the students donot understand about clause or what is an independent clause. They made sentences without verb or with a wrong verb means like they think it is a verb but it is a noun. They confused to choose the correct

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<sup>3</sup> Alice Oshima, *WritingAcademicEnglish 4th edition* (New York: Pearson Education, 2006) p.164

<sup>4</sup>Id. 165



conjunction to combine their sentences. The students cheated, they think if they used conjunction it is already making compound sentences. Based on interview the students the writer got that the students still confuse about using the right conjunction to combine two independent clause. The students don't understand about independent clause.

Cafarella and Barnett stated that the lack of students writing first is lack of confidence in their result. Second is lack of ability of writing in the first language. Next one, less understanding about the structure.<sup>5</sup> To support Cafarella's statement about the difficulties in writing compound sentences. Brandon said in writing compound sentences, we have to insert a comma before the coordinating conjunction.<sup>6</sup> When students write a compound sentence, they have to know to construct the compound sentences. They have a problem to combine two ideas correctly, they did not write the second independent clause, and then most of them did not put a comma before the conjunction.<sup>7</sup>

There are some previous researches about the analysis of students' error. Firstly, Deviyana from Islamic University Of Lampung, entitled "Students Grammatical Error In Using Coordinate Conjunction In Compound Sentences Writing At Smpn 1 Wonosobo In The First Semester Of The Eighth Grade In The Academic Year Of 2017/2018".<sup>8</sup> She only focused on coordinate

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<sup>5</sup>Hind Al Fada, "Difficulties In Academic Writing From The Perspective Of King Saud University Postgraduate Students". Vol. 5 No. 3, 2012. p.125

<sup>6</sup>Brandon Lee Kelly Brandon, *Paragraph And Essays With Integrated Readings* (Boston: Wadworth Cengage Learning, 2011) p.427

<sup>7</sup>Silviana, Lisa, Ernati, "An Analysis Of The Third Years Students Problem In Writing Compound Sentences At English Department Of Bung Hata University" p.2

<sup>8</sup>Vera Deviyana "Students Grammatical Error In Using Coordinate Conjunction In Compound Sentences Writing At Smpn 1 Wonosobo In The First Semester Of The Eighth Grade In The Academic Year Of 2017/2018" (Bandar Lampung: UIN RIL, 2018)

conjunction especially the function of using *and*, *but*, and *or*. Therefore, she focused on combining clause, by the syllabus that students learn in eighth grade of junior high school. It is different from this research. It not only focus on coordinating conjunction.

Secondly, Novalia entitled “Students Grammatical Error In Using Correlative Conjunction At The First Semester Of Eighth Grade of SPMN 1 Abung Tengah”<sup>9</sup>. In this research, the researcher only focuses on using correlative conjunction. While this research focuses in all of conjunction.

Thirdly, Anin entitled “An analysis of students error in writing compound sentences”.<sup>10</sup> The difference from this research is variable, she focus on writing especially in writing descriptive teks. In contrast to previous studies, the similarities in topic such as surface strategy taxonomy and error anlysis. There are differences between this research and previous studies such as, first researcher just analysed coordinate conjunction, and the second researcher focused on corelative conjunction, third researcher analysed about writing desriptive teks, while the reseacher focused to analyse compound sentences.

Based background above conducted researchentitled “An Analysis Of Students’ Error In Writing Compoound Sentences At The Fourth Semester Of English Education Study Program Of State Islamic University Of Raden Intan Lampung In The Academic Years 2018/2019”

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<sup>9</sup>Santika Novalia, “*Students Grammatical Error In Using Correlative Conjunction At The First Semester Of Eight Grade Of Spmn 1 Abung Tengah*” (Bandar Lampung: UIN RIL, 2018)

<sup>10</sup> Anin Jariyah, “*An Analysis Of Students Error In Writing Compound Sentences*” (Jakarta: UIN Syarif Hidayatullah, 2007)



## **B. Identification of the Problem**

Based on background above, the writer identified the problems as follow:

1. The students have lack understand about clause.
2. The students made sentences without verb or with a wrong verb.
3. The students get confused to use correct conjunction.
4. The students get confused to combine two idea.

## **C. Limitation of the Problem**

Based on the identification of problem, it focused to analyse the students error in writing compound sentences based on Surface Strategy Taxonomy at English Departement of UIN Raden Intan Lampung.

## **D. Formulation of the Problem**

Based on the research background, it formulated the problem as follows :

1. What are the kinds of error made by the students in writing compound sentences?.
2. What are the frequency and percentage of error that students make in making compound sentences?.
3. What are the causes of the error that students make in making compound sentences?.

## **E. Objectives of the Research**

The objectives of the research are :

1. To know the kinds of error the students made by making compound sentences.
2. To know the causes of the error made by students.

3. To know the frequency and percentage error that students made in making compound sentences.

## **F. The Significances of the Study**

The result of this research are expected to provide useful information for :

### **1. Theoritically**

The result of this research will expect to be useful for a refence for other researcher who wants to conduct similar field of this research in error analysisin term compound sentences based on surface strategy taxonomy.

### **2. Practical contribution**

#### **a. English Teacher**

This research will help teacher get clear information about the kinds of the students error in making compound sentences as the consequence, the teacher will give proper treatment to decrease students' error in making compound sentences.

#### **b. Futher Researcher**

To researcher who is interested in analyzing of students error can get basic information from this study. As result can do their research in deeper, futher, and better technique.

#### **c. Students**

This research will be designed to show the kinds of common error of students who are difficult in learn and practice making compound sentences. The awarness about the errors they made could be helpful for them to overcome their learning strtegy and they will be interested revise their error when the teacher evaluate.

## **G. Scope of the Research**

### **1. Subject of the Research**

The subject of the research is the students of the fourth semester of English Education Study Program of State Islamic University of Raden Intan Lampung in The Academic Years 208/2019

### **2. Object of the Research**

The object of the research is the students' error in writing compound sentences.

### **3. Place of The Research**

The research conducted on English Education Study Program Of State Islamic University Of Raden Intan Lampung.

### **4. Time of The Research**

The research conducted at the fourth semester in 2018/2019 academic year.





## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Concept Of Error Analysis

In learning foreign language error usually produced by the learners. The learners who do not know well about the target language that they learn. In language learning process the students often make error. According to Dullay, et, all that error is students wrong utterance or sentences in writing or speaking because they have lack of knowledge of English structure in language rules.<sup>11</sup> The researcher knows that differences between error and mistake. Error and mistakes almost same but both of them are not because mistake usually produced when people have some factors such as when they get emotion strain and their memory is limit.

Error and mistake have similar meaning, but they have difference in language. It is important to know what difference between both of them. Based on Brown, msitake refers performance error that is either a random guess or a slip in that it is failure to utilize a known system correctly.<sup>12</sup> It means that mistake is usually accidental. The learners know that it is wrong but they can correct it by themselves.

According to Dullay et.al that error are flawed side of learners speech and writing.<sup>13</sup> It means that those parts of conversation or composition that deviate from selected norm of language. Error is to indicates the teacher with part of the target language have most difficulty producing correctly.

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<sup>11</sup> Dullay,et, all., *language two*, (New York: Oxford University Press, 1982) p.138

<sup>12</sup> Douglas Brown, *Principle Of Language Learning And Teaching* (New Jersey Englewood Clifts: Prentice Hall,Inc 1980) p.165

<sup>13</sup>Ibid, 138

From explanation above, it is clear that error and mistake are different. Error is result from lack of knowledge of right pattern of language. It caused by the lack of knowledge, the learners cannot correct by themselves and they need explanation about the knowledge. It refers to mistake that the learners can show their ability in language. The different is learners can know mistake of their language performance but they can correct themselves.

That is why analysis is important as the best corrector in error. The students' error is important to be analyzed and corrected. Corder states error analysis as part of the methodology of psycholinguistic investigation of language learning.<sup>14</sup> Basically, students make error in learning foreign language because it is difference from their mother tongue in term of grammar, vocabulary, and pronunciation.

Based on explanation above get conclusion ther best way to correction the error is analysis. Error analysis can use at the success standard of teachers technique. If the students make error so much, it means the technique is not successful. Than the teacher can change the strategy or the technique to teach.

Based on brown, the concept of error analysis is the fact that the learners do make errors and these errors can be observed, analyzed, and classified to reveal something of the system operation within the learners led to surge of study of the learner' error.<sup>15</sup> It means that error analysis may be carried out in to find out how obtain information on common difficulties in

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<sup>14</sup> S.P Corder, *Analysis And Inter Language* (New York: Oxford University Press, 1981) p.45

<sup>15</sup> H. Douglass Brown, *Principles Of Language Learning And Teaching 5<sup>th</sup> Edition* (California: Longman, 2006) p.227

language learning. Error analysis also can be used as the success measurement of the teachers' technique or the preparation of teaching materials.

According to the explanation above, it can be concluded that the students often make an error in the process of foreign language learning. They do not know if they make an error and also do not know how to solve it. That's why error analysis is needed to investigate the error in the learning process. So, the teacher should be able to improve the technique that teachers' used.

## **B. Classification Of Error**

There are types of taxonomies which concern with errors. Dulay, et al noted the descriptive classification of error covered four main types of error. They are linguistic category, comparative taxonomy, communicative effect taxonomy, and surface strategy taxonomy.

### **1. Linguistic Category**

These linguistic category taxonomy classify the error by combining the language components include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), discourse (style), with particular linguistic constituent the error effects include the elements that combine each language component.

### **2. Comparative Taxonomy**

Comparative taxonomy is the comparison between the structure of second language errors and certain other types of construction. It usually compared errors made by learners or children who learn the target language as their first language and sentences in the students' native language.



### 3. Communicative Effect Taxonomy

This type focus on distinguishing between errors that seem to cause miscommunication. Communicative effect taxonomy deals with errors from the prespective if their effect on the listener and reader.

### 4. Surface Strategy Taxonomy

In this type, it as the taxonomy that highlights the ways surface structures are altered: learners may omit necessary items or add unnecessary ones, that may missfrom item or missorder them. The surface elements of language are altered in specific and systematic ways. It show the cognitive process that underlined the learners reconstruction of the language learned. It also makes aware that learners error are some logic.<sup>16</sup>

### C. Concept Of Surface Strategy Taxonomy

Dulay et al stated that surface strategy taxonomy emphasizes the way surface structure changes. Students can remove necessary items or add unnecessary one, they misrepresent or mislead them. Dulay et al classifies four types of students' error, they are omission, addition, misinformation and misordering.<sup>17</sup>

#### 1. Omission

These errors are categorized by omitting item that should be appeared in well formed utterance. It is usually occasioned bye lack of vocabulary and learners usually indicate their awareness of the missing constituent.

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<sup>16</sup> Heidi Dulay, Marina Burt, And Stephen Krashen, Op Cit p.146-193

<sup>17</sup> *Ibid*, p.150-154

For example :

- a. Mary president new company. (incorrect)
- b. Marry is *the* presidents *of the* new company. (correct)

## 2. Addition

Addition errors are the opposite of omissions. It means that additions error are characterized by the presence of an item which must not appear in a well formed utterance.

### a. Double Marking

This addition is described as the failure delete certain items which are required some linguistic constructions but not in other. In a sentence where an auxiliary is required in addition to the main verb, the auxiliary, not the main verb, takes the tense. It happens when two items rather than one are marked for the same feature. For example :

- 1) If my mother cook soup, i will eating now ( incorrect )
- 2) If my mother cook soup, i will **eat** now ( correct )

### b. Regularization

Error that applies to a class of linguistic item like class of noun. Usually this error can be seen in term of regular, an irregular forms, and construction. For example :

- 1) Nabilla **using** android phone since 2014 ( incorrect )
- 2) Nabilla **used** android phone since 2014 ( correct )

### c. Simple Addition

It is term to express an error which addition nor double marking regularization. For example :

- 1) These are a new books ( incorrect )
- 2) These are new books ( correct )

### 3. Misformation

This error are characterized by incorrect form of morpheme in structure.

There are three kinds of misformation error, they are :

#### a. Regularization Error

Error that misformation which a regular marker is used in place of an irregular one. For example :

- 1) I **come** to his house last night ( incorrect )
- 2) I came to his house last night ( correct )

#### b. Archi Forms

Error that wrong select three member of class forms to represents other in class of the function. For example :

- 1) This books are yours ( incorrect )
- 2) These books are yours ( correct )

#### c. Alternating Form

Error that still fail to select and use the class. For example:

- 1) That are my favorite rooms. ( incorrect )
- 2) Those are my favorite rooms. ( correct )

### 4. Misordering

Error that made incorrect placement of morpheme of group of morpheme in an utterance. For example :

- a. I not did know why he was cry. ( incorrect )
- b. I did not know why he was cry. ( correct )



## D. Causes Of Error

An expert of error analysis said there are four distinguishes the causes of error. There are inter lingual transfer, intra lingual transfer, context of learning, and communication strategy.

### 1. Inter lingual transfer

Inter lingual transfer is a significant source of error for all learners. It is the negative influence of the first language. The students are familiar with the first language that can be referred by the students itself.

### 2. Intra lingual transfer

Intra lingual transfer is a major factor in second language learning. It is the negative transfer within the target language itself in consequence, it is incorrect generalization of the target language.

### 3. Context of learning

It is a context refers. For example, in a classroom context, the teacher or the textbook can guide the students to make wrong hypotheses about the language. It means that the students have wrong hypotheses on the teacher explanation.

### 4. Communication strategy

Communication strategy is related to learning style. The students use production strategies to enhance their message across obviously, but at times these techniques can themselves become a sources of error.<sup>18</sup>

Furthermore, most of type of error can be identification with analysis process. The result of the analysis process can be source can lead us to the

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<sup>18</sup> H. Douglas Brown, *Principle Of Language Learning And Teaching* (New York: Pretice Hall Inc 19870 p.223

source of errors. Based on Norish, he classified source of error into three types. They are carelessness, first language interferences, and translation.<sup>19</sup>

#### 1. Carelessness

Carelessness is accurately related to lack of motivation. There are several factors that can make students lack of motivation in learning process. Maybe the result of the presentation style of the teacher which does not suit the students or maybe the materials are not interesting for the students.

#### 2. First language interference

This is the result of language habits established in a native language of the student. When the students use English, they bring their native language habits into the target language being learned.

#### 3. Translation

Translation be the most common source of errors that made by students in their learning process. This usually happens as the result of a situation when the learners are asked to communicate something but do not know the appropriate expressions or structure in second language.

From theories above about source of error, we can know there are some factors that the students or the learners made errors. It caused by learners do it like the following factors. The first, the learners still influenced by their mother tongue (Indonesian). The second, the learners aff a few word that they don't need put in their sentences. And of course, so many factors that make students do some errors.

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<sup>19</sup> Andrian, "An Error Analysis Of EFL Students' English Writing". Journal Of Educational And Practice, (2013). P.162

## E. Concept Of Sentences

A group words that have subject, verb, and can express a information to called a sentences. Knapp and Watkins describe that a sentences is a group of words that makes complete sense. It is marked in writing by beginning with a capital letter and ending with a full stop.<sup>20</sup> Sentences is a higher part than words. That why in grammar the students learn about sentences.

Angela and Locke state that sentences is term traditionally used to denote the highest grammatical unit on a scale of rank. While not rejecting this term, we shall prefer, however, to use the term 'clause; to refer to one independent unit.<sup>21</sup> Sometimes sentences combine between independent clause and dependent clause. It is not often connected by conjunction.

Oshima said sentences is a group of words that is used to communicate your idea.<sup>22</sup> It means that sentences is a structure of predication which contains subject and predicate with a finite verb. In other idea the subject is the word or words identifying who or what the sentences is about. The predicate is the verb, expressing something about the subject.

Based on explanation above, a sentences is a group of words that have subject, predicate, verbs and can express a information. Complete sentences that can expresses of a statement, question, instruction, or exclamation and starts with a capital letter and ending with a full stop.

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<sup>20</sup> Peter Knapp And Megan Watkins, *Genre Text Grammar* (Sydney: UNSW Press Book, 2005) p.63

<sup>21</sup> Angela Downing And Philip Locke, *English Grammar 2<sup>nd</sup> Edition* (New York: Routledge, 2006) p.27

<sup>22</sup> Alice Oshima, *Writing Academic English 4<sup>th</sup> Edition* (New York: Pearsons Education, 2006) p.164



## F. Kinds Of Sentences

There are four of kinds of sentences. They are :

### 1. Simple Sentences

First step to make sentences is know how to make a simple sentences. A simple sentence is one independent clause.<sup>23</sup> It means that a simple sentence has the most basic elements that make a sentence, a subject, a verb, and a completed. For example :

- a. I am studying math.
- b. I am studying and practice math.
- c. Me and sisca are studying and practice math.

### 2. Compound Sentences

Compound sentences is two or more indepent clauses joined together.<sup>24</sup> According to knapp and Watkins state that in compound sentences there are two or more clauses that are coordinate or links in such as a way as to give each equal status as a statement.<sup>25</sup> For example :

- a. He eats macaroni, nor he eats cheese.
- b. She is happy, although she is sad.
- c. Salt water boils a higher temperature than freshwater, therefore food cooks faster in salt water.

### 3. Complex Sentences.

It is higher than compound sentemces. A complex sentences contain s one independent clause and one or more dependent clauses. Complex sentences has one idea to be generally statement. We place gennerally statememt in independent clause and the spesific statment in dependent clause. The writer

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<sup>23</sup>Alice Oshima, *Writing Academic English 4<sup>th</sup> Edition* (New York: Pearson Longman, 2006) p.164

<sup>24</sup>*Ibid* p.165

<sup>25</sup>Petter Knapp And Megan Watkins, *Genre Text Grammar* (Sydney: Unsw Press Book, 2005) p.64

conclude sentences is a explanation about independent clause and explanation is called dependent clause.<sup>26</sup> For example :

- a. Men who are not married are called bachelors.
- b. A citizen can vote i the uniteds tates when he or she is 18 years old.
- c. Scientists know what caus edit.

#### 4. Compound Complex Sentences

Compound complex sentences has at less three clause, at least two of independent clause. Just be sure that the reiset at least one in dependent clause.

<sup>27</sup> For example :

- a. All classes were canceled because the weather was bad, and students were told to listen to the radio to find out when classes would begin again.<sup>28</sup>

#### G. Concept Of Compound Sentences

Knap and Watkins stated that compound sentences there are two or more clauses that are coordinated or linked in such a way as to give each equal status as statement.<sup>29</sup> Compound sentences often share the same subject. The clause in a compound sentences can be linked bye the use of conjunction or punctuation.

Compound sentences consists of at least two independent subject-verb.<sup>30</sup> Most compound sentences contain only two clause. The two or more independent clause comprising a compound sentences may be united in two ways. A compound sentences can be divided into two parts. It is can be divide

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<sup>26</sup>Alice Oshima, *Writing Academic English 4<sup>th</sup> Edition* (New York: Pearson Longman, 2006) p.172

<sup>27</sup>*Ibid*, p.174

<sup>28</sup>M. Light Brown, *How Language Are Learned Revisai Edition* (New York: Oxford Hand Book, 2000) p.166

<sup>29</sup>Peter knapp, *Loc.Cit*

<sup>30</sup>Thomas S Kane, *Essential Guide To Writing* (New York; Berkley Books, 2000) p.158

into two separate sentences, each half of a compound sentences must contain at least one subject and one verb.<sup>31</sup>

Therefore, each half of a compound sentences is clause that contains both a subject and a verb. A clause that can stand alone as complete sentences is called independent clause.<sup>32</sup> Two of that independent clause can be combined by using coordinator conjunction, conjunctive adverb, and use semicolon.they are :

### 1. With Coordinator

Compound sentences with coordinate can be formed as follows :

Independent clause, + coordinator + independent clause

Thre are seven coordinator which are called coordinating conjunctions. Can remember by phrase FAN BOYS (For, And, Nor, But, Or, Yet, So).<sup>33</sup> For example:

- a. Everyone was busy, so I went to the movie alone.
- b. He eats cheese, nor he eats macaroni.
- c. I wanted to ride my bike, but the tire was flat.<sup>34</sup>

### 2. With Conjunctive Adverbs

Compound seentences with conjunctive adverbs is a second way to make compound sentences. It can be formed as follows :

Independent clause, + conjunctive adverb, + independent clause

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<sup>31</sup> Penelope Choy And Dorothy G, *Basic Grammar And Usage 8<sup>th</sup> Edition* (Boston: Wadsworth Publishing, 2011) P.79

<sup>32</sup> Oshima, *Op.Cit* 163

<sup>33</sup> *Ibid* 165

<sup>34</sup> <https://study.com/academy/lesson/what-is-a-compound-sentence-example-definition-quiz.html>



There are some of conjunctive adverb (also, however, moreover, in contrast, therefore, then, rather).<sup>35</sup> For example:

- a. Salt water boils a higher temperature than freshwater, therefore, food cooks faster in salt water.
- b. Lucas is rich, however, he is cruel.
- c. She is happy, although, she is sad.<sup>36</sup>

### 3. With Semicolons

A third way to form a compound sentences is connect two independent clauses with semicolon alone. This kind of compound sentences is possible when two independent are closely related in meaning.<sup>37</sup> For example :

- a. Three hundred guests attended his wedding ; two attended his funeral.
- b. Poland was the first eastern European country to turn away from communism; other soon followed.
- c. The practice of yoga strengthens the body and promotes flexibility; it also strengthens the mid and refreshes the soul.
- d. Lolich pitched a curve, the runner on first sprinter toward second, and veryzer ran to cover the base.<sup>38</sup>

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<sup>35</sup> Alice Oshima, *Writing Academic English 4<sup>th</sup> Edition* (New York: Pearson Longman, 2006) p.168

<sup>36</sup> <https://study.com/academy/lesson/what-is-a-compound-sentence-example-definition-quiz.html>

<sup>37</sup> Oshima *Ib*, 171

<sup>38</sup> Donald Hall, *Writing Well 2<sup>nd</sup> Edition* (Boston: Little Brown And Company, 1997) p.123

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